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17. ABSTRACT (MAX. 250 WORDS)

The workshop uses demonstrations by members of the group, followed by discussions of the demonstration. The purpose of the nursery and kindergarten in the Community Service Foundation project is to help culturally deprived Negro children prepare for school life, to prevent later school failure and dropouts. Each session contains a 15 minute discussion of the previous demonstration, a one hour evaluation and discussion of nursery and kindergarten teaching and operation, and a one hour demonstration in a nursery-kindergarten setting.

A syllabus for a workshop for nursery-kindergarten and preschool teachers of the culturally deprived is presented.

The general plan of operation involves both discussions and demonstrations. Topics for class discussions include characterestics of children; discipline; curriculum; health, sanitation, and safety; and home-school relationships. Subjects for demonstrations include art, music, language, nature, and outdoor play.

Sample lesson plans are also included.

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SYLLABUS
for course on

NURSERY-KINDERGARTEN
Teaching and Operation

by

Lenore W. Spivey

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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584-6007 (CLEARWATER)
360-5753 (ST. PETERSBURG)

Community Service Foundation

125 Harbor Bluff Drive, Largo, Florida
May 19, 1965

Department of Health, Education and Welfare
Office of Education
Washington, D.C.

Gentlemen:

We have had so many requests from U.S. Government workers in the various programs of the Economic Opportunity Act (and others) for the accompanying Nursery-Kindergarten Manual that we cannot begin to supply the demand.

It has occurred to us that it would be far better if you distributed these to the many pre-school programs which the Office Of Economic Opportunity has been sponsoring.

This manual was written principally for untrained pre-school workers in Nursery-Kindergartens which Community Service Foundation helps to start and operate and, therefore, is simply written without academic terminology. We have, however, had many requests for it from trained teachers and operators because it is believed to be the most complete book on the subject.

Community Service Foundation distributed these manuals to the VISTA trainees we trained, many of whom have written requesting more for their untrained or poorly trained workers. A Mr. Russ Prichard from the Manpower Development Training Act Youth-Adult program in St. Petersburg asked this morning for several of them. People setting up Day Nurseries and Nursery-Kindergartens throughout Florida have requested them, and people in various parts of the U.S.A. as well. The Florida Migrant Program under the OEO has asked for 40 copies.

Having no printing facilities, we simply cannot keep up with the demand. We do wish, therefore, that the U.S. Government Printing Office would take over and that we could refer requests to you. We have no doubt that the various "War On Poverty" programs dealing with pre-school education throughout the country would distribute them freely.

Now that the "Head Start" program mentioned in this morning's papers (see enclosed clippings) is starting here, we fear we will be swamped and know that we cannot supply the demand.

We will appreciate your serious and prompt consideration of this matter.

Thanks for your Syllabus on Nursery - Kindergarten Teaching & Operation, which I received today. I will write you when I have explored the possibilities for doing what you request.

Sincerely,
Lenore W. Spivey
Lenore W. Spivey
Secretary

p.s. We enclose also a syllabus we prepared for a short course using the Manual as a text book.

Sincerely,

March

SYLLABUS

for

WORKSHOP IN NURSERY-KINDERGARTEN TEACHING AND OPERATION

I. INTRODUCTION

The Negro child has no greater need than better preparation for first grade. This is the emphatic statement of outstanding educators throughout the country. They beg that this need be filled. Without it, they say, school drop-outs will continue and juvenile delinquency increase; and these children will not be prepared to take the responsible positions in American life which their elders are rightly demanding for them.

The need is not only for kindergartens, however; there is also a great need for nursery schools. Charles E. Silberman has stated that schools must admit children at the age of three or four because the nursery school "holds the key to the future." He states that it is during the ages of three to six that the battle is won or lost. This is especially true of the culturally deprived children, Dr. Silberman states.*

Educators agree that more and better Nursery-Kindergartens are the answer. For this reason Community Service Foundation, whose principal interest is better education for Negroes, has prepared this syllabus and a students' manual, Let's Have A Good Nursery-Kindergarten, for use in workshops in nursery-kindergarten teaching and operation.

*From an article in Harper's Magazine, May, 1964, copyrighted by Random House, Inc. From the book, Crisis in Black and White. (Charles E. Silberman, author).

In every field of education refresher courses are needed to re-inspire teachers and bring them up to date on accepted practices. In some localities there are no educational requirements for teachers of pre-school children. In others high school graduates with no special education for early childhood education are required of teachers in nursery-kindergartens.

This syllabus and the manual upon which it is based are designed for workshops and courses to supply a need for both trained experienced teachers and those who have had little or no preparation for teaching pre-school children.

II. READING MATERIAL

1. Text Book: Let's Have A Good Nursery-Kindergarten
2. Supplementary reading books from Community Service Foundation collection or other authentic sources.
3. Favorite books on the subject owned by members of the workshop.

III. GENERAL PLAN OF OPERATION

1. 15 minutes. Discussion of previous demonstration.

2. 1 hour. Each session will evaluate and discuss two phases of Nursery-Kindergarten teaching and operation--- theories, methods, practices. (Children's characteristics, discipline, curriculum, schedule, art, music, language, dramatic play, nature, outdoor play, sanitation and safety, routine activities, home-school relationships.)

3. 15 minutes. Coffee break, greeting children (members of workshop to take turns in greeting children, making health inspections, etc.)

4. 1 hour. Demonstration, using children in a natural nursery-kindergarten setting. Members will take turns in presenting demonstrations, with help and guidance. As nearly as possible each member will demonstrate her work in the field of her greatest interest and ability.

IV. SCHEDULE OF VARIOUS SESSIONS' ACTIVITIES, BASED ON 8 SESSIONS

Session #	Subject of Class Discussions	Subject of Demonstrations
1.	Characteristics of Children - Art	None. See plan for Session I
2.	Discipline - Music	Art
3.	Curriculum - Language	Music
4.	Schedule-Dramatic Play	Language
5.	Health, Sanitation & Safety-Nature	Dramatic Play
6.	Routines - Outdoor Play	Nature
7.	Home-School Relationships	Outdoor Play
8.	Review. Discussion of unresolved problems, etc.	The group decides*

* This can be a demonstration of any neglected phase of the demonstration activities previously presented or a special demonstration by some especially skilled worker either within or outside the group.

V. SCHEDULE OF DEMONSTRATION TIME

1. 20 minutes. Demonstrator's choice of subject and clean-up. (free play, sharing and telling, story hour, or anything with which the demonstrator has had marked success.)

2. 20 minutes. The assigned demonstration subject and clean-up.

3. 15 minutes. Wash-up and snack.*

4. 5 minutes. Dismissal

*If the group feels, after one or two sessions, that this 15 minute period could be well used in demonstrating or working out some of the routine activities like health inspection, toileting, washing, eating, etc., this period could well be devoted to these matters. (This time will be used during Lesson 8 for checking in books.)

LESSON PLANS

The lesson plans presented here were used in an actual workshop series of eight sessions. If a series includes fewer or more sessions, the instructor will, of course, modify lesson plans to fit the needs.

Questions used in Discussions of Previous Demonstrations sections of the plans were based on actual demonstrations given during the workshop and are included here for their suggestive value. Some questions in other parts of these plans would also apply to only localized groups and are again included for their suggestive value.

LESSON PLAN FOR WORKSHOP SESSION #I

I. PRELIMINARIES

1. 15 minutes. Introductions. Each member tells her name, where from, school, what age children she works with. If not teaching, tell interests and experience.

2. 15 minutes. Leader explains plan for the Workshop series. (She passes out mineographed sheets, Statements to Members,)as follows:

STATEMENT TO STUDENTS
of the
NURSERY-KINDERGARTEN COURSE

(To be presented at the first session)

This course in Nursery-Kindergarten teaching and operation will be conducted as a combination of classroom discussion and workshop activities. You will learn in these ways:

1. Through reading.
2. Through discussion of what you have read.
3. Through watching demonstrations.
4. Through discussing these demonstrations.
5. Through sharing ideas and experiences with each other.
6. Through remarks by your instructor.

There will be a short assignment each session to be prepared for the following session. This will consist of two short chapters of the manual, Let's Have A Good Nursery-Kindergarten, which is our text book. In addition you are asked to read the material on the assigned topics from your own chosen supplementary reading book or pamphlets. The entire assignment should take only 30 minutes to one hour.

As you read please keep the following questions in mind and be prepared to ask them or answer them during the next session:

1. Is there anything in text or other reading you would like to have clarified?
2. Is there anything in these chapters to which you object or with which you disagree (based on your former study and experience?)
3. Is there anything you would like to add to this subject, based on former study and experience?
4. Does your supplementary reading book or pamphlet disagree with anything in the text on this subject? Does it add to the thinking on the subject?

DEMONSTRATIONS

Each member of the workshop will have an opportunity to demonstrate her skill in working with children at least once during the workshop period. These demonstrations, together with the discussion that follows, may well be the most valuable part of our workshop. As nearly as possible each of you will demonstrate the subject with which you feel you are most successful.

Each demonstration will be scheduled as follows:

I. 10 minutes, including clean-up time.
Demonstrator's free choice - something in addition to the scheduled demonstration. This could be: (1) free play for children; (2) sharing and telling; (3) story hour; (4) singing; (5) anything the demonstrator has been especially successful with or is most interested in.

II. 20 minutes. One phase of scheduled demonstration subject and clean-up.

III. 20 minutes. Another phase of scheduled demonstration subject and clean-up.

IV. 10 minutes. Dismissal - toilet, etc.

ACTIVITIES OF THOSE NOT DEMONSTRATING ON ANY GIVEN DAY

Members of the workshop who are not demonstrating but are observing during each session will sit on the side lines and make notes based on the following questions:

1. What was particularly good about the demonstration or any part of the demonstration?

2. What new ideas did you get from the demonstration?

3. What would you have done differently - - or in addition to - - what was done?

4. Was there anything done that you, the manual, or your supplementary reading book would not have approved of? Remember the discussion of each demonstration will be of no value if we say <u>only</u> complimentary or flattering things about the demonstration. The value in the demonstration lies in frank discussion - - pointing out the poor as well as the good practices, the things you approve as well as the things you disapprove. (End of Statement to Students)

---

3. 20 minutes. Selection of supplementary reading material. (see list at end of syllabus). Each member borrows one or two books or pamphlets for the duration of the workshop. Ask each to sign up for books taken.

4. 25 minutes. Assignment of demonstration date and subject to each member so that each can be planning, collecting materials, preparing in advance. Also assign people to greet and inspect children each morning.

II. 15 minutes. Coffee break. Get acquainted.

III. STUDY AND DISCUSSION

1. 15 minutes. Read silently chapters on Characteristics of Children and Art from the manual. (Explain that after this first meeting no reading of assignments will take place during the sessions, but that assignments will be read at home during the week.)

2. 30 minutes. Discussion of these two subjects as follows:

CHARACTERISTICS

1. Take each age group separately and discuss as follows:

   (1) Can you add any characteristics?
   (2) Do you disagree with any placements of these? (Remember that the Manual says there may be overlapping.)

2. Does this review give you any new ideas to use in your work?

3. How can you best use this list of characteristics in your teaching?

ART

1. Why is art valuable to children? (Can you add any other reasons besides those given here?)

2. What in this chapter is most valuable to you? (For instance, "It is what the material does to the child that is important - - not what the child does to the material")

3. What difficulties do <u>you</u> encounter doing art work?

4. Is it worth it?

5. What advantages have you found in displaying work of the children?

6. Based on your experience, what would you add to these methods in painting, drawing and modelling?

7. What other materials available <u>without cost</u> have you used in art work?

8. Do you know of better recipes for paints, clays, and paste?

9. What experiences have you had ----- what new ideas ----- that you think would help others in the class?

IV. ASSIGNMENT: REMINDER OF DEMONSTRATORS AND GREETERS FOR NEXT SESSION. Read chapters on Discipline and Music in text and supplementary books.

LESSON PLAN II

I. PRELIMINARIES: Clarify any questions about plans for work-sessions.

Reminder of coffee break volunteers - today and next time.

II. DISCUSSION ON DISCIPLINE - 1/2 hour.

1. Do you agree that the example given on pages 1 and 2 is a "teaching" method of discipline? How did it teach?

2. Can you give one other good example of a teaching method of discipline, from your experience or reading?

3. Do you find it helpful to let children help make the rules as suggested in this chapter? How does it help?

4. Give some examples of good and bad uses of permissiveness.

5. Would you add other qualities in a good teacher - - to those given on page 4?

6. Let's consider the do's and don't's on pages 4, 5, 6. Do you find any of them impractical? Does your supplementary book agree or disagree on these points? Does it add anything to the thinking on these points?

7. Do you consider carrying or picking up a switch or paddle a threat? Is it good or bad? What does your experience tell you on this point? What does your supplementary book say about threats?

8. What do you find happens to your class if you keep children sitting too long?

III. MUSIC DISCUSSION - - 30 minutes.

1. Why is music an important part of the Nursery-Kindergarten curriculum?

2. Do you agree that all the methods suggested on pages 1-4 are good ones? If not, why not? What does your supplementary book say on any of the points made?

3. Tell of any other helpful methods or practices you have used with your children.

4. Can you name other good books or phonograph records besides those listed in our manual?

5. Do you use any of the improvised instruments listed on pages 6 and 7?

6. What others do you suggest?

IV. ASSIGNMENT. Read chapters 3 and 6 -- Curriculum and Languages in the Manual. Read sections of your supplementary books on these subjects. Please make notes on this reading so that you can share what your book or books say on the subject. Please refer to your <u>suggestions to students</u> sheet while reading.

IV. Remind demonstrators for next time. Reassure today's demonstrators that note-taking will probably NOT be negative criticism, but complimentary or positive things as well.

Remind students to refer to their SUGGESTIONS sheet before taking notes on the demonstration, following suggestions there for observers.

VI. COFFEE BREAK. Greeting children.

VII. DEMONSTRATION. -- Art.

LESSON PLAN III

I. 15 minutes: Discussion of previous demonstration. (See Statement to Students)

1. Ask the questions on this sheet (mentioned above).

2. If answers have not already come out in discussion, ask the following questions:

(1) Did you notice: use of plastic sheets to work on? (What do you use) Big crayons; other materials - good or bad.

(2) Would you have talked about the special day to them? What was good about the demonstrator's talk?

(3) Did you like her classifications - manipulation; symbolism; design; real representation? Would you have classified differently?

(4) There were four activities used. What others have you found good for 5's?

(5) What materials did the children choose first? (bright colored clay. Next - other bright colors.) What significance might this have?

(6) Comment on how the teacher induced the new boy to work when he hesitated. (Draw a nice picture. Do something nice.) Did it work?

(7) When two children just scrubbed their papers with finger paints, what would you have done about it?

(8) Comment on the use of patterns to start them off, things like the paper house the teacher showed you.

(9) What would you have done when two children worked for a while, finished, then did nothing?

(10) What changes did you make in your own art and discipline practices during the past week?

II. 30 minutes: Discussion of Manual chapter and supplementary reading on Curriculum.

Turn to Page 9, Curriculum. Under Language add #11 - How to speak distinctly.

1. Let's consider the manual's list of children's needs which a curriculum should fill. (open books) Review quickly the underlined sentences beginning bottom of page 1.

   What other needs can you add, from your experience or reading in your supplementary books?

2. Which of these needs do you think are most important?

3. Teachers of 2 and 3-year-olds: How do you feel about the suggestions on page 11?

4. Add to these comments in the text book from your former study and supplementary reading.

5. With what do you disagree on these pages?

III. DISCUSSION OF LANGUAGE ACTIVITIES - 30 minutes.

1. Why are language activities especially important to Nursery-Kindergarten children?

2. Why are they especially important to OUR children who will soon, we hope, be integrated into formerly all-white schools?

   (Ask the Dunedin teachers to tell of the situation in the Dunedin schools. Why is something being done about it? What is being done about it?)

   What does this tell all of us about the necessity of doing something in our own groups about it? (Why do we especially need to work on this?)

3. What are the language activities in a Nursery-Kindergarten? (talking-listening-finding information-reading-speech defects, etc.) Share your successful experiences with the group. (Keep these incidents meaningful, helpful to others.)

4. How would you help a child who stutters or lisps?

5. Tell why you would or would not - - - or when you would - - - teach a kindergarten child to read. (This is a very controversial subject. What does the text book say? What does your other reading say? What have you read in magazines on the subject?)

6. Bring to class next time some suggestions as to how you can get help on remedial speech for your children before they are in the situation found in Dunedin.

IV. ASSIGNMENT:

1. After our discussion of Curriculum and after having read the chapters in your text and supplementary reading books on Schedule, write a page or so telling how you would modify your present schedule to improve it. (Perhaps this will involve discussion with your teacher-operator.)

2. After reading Chapter VIII on the subject AND your supplementary reading books, write a paragraph or two telling how you would improve your own practices in Dramatic Play. What new ideas would you incorporate?

3. Jot down notations of things you want to share with the class from: (1) your supplementary book; (2) your experience; (3) ideas you got while reading chapters IV and VIII of the text.

V. DEMONSTRATION - Music

VI. Remind next week's demonstrators and coffee break volunteers.

LESSON PLAN IV

I. 15 minutes: Discussion of previous demonstration. (See Statement To Students)

1. Ask questions on this sheet (mentioned above).

2. If answers have not already come out in the discussion, ask:

(1) The demonstrator turned the book toward the children. Good or bad?
(2) What was your reaction to her pinning names on the children. Do you do this at the first of the term? What effect?
(3) How did she get the children to participate? (Supplying words as she told them the story, etc.)
(4) When they all went to the same "store" instead of to the one assigned, would you have insisted they go to the one assigned? Why?

(5) Comment on the use of instruments - using all - then some - then all again. Why good or bad?
(6) What other useful things did the demonstrator teach as she worked with music? (Right and Left hands, following directions, etc.)
(7) Personality - why would you have liked this demonstrator as a teacher if you had been one of the children? (She called them by name, smiled genuinely, was one of them, looked and <u>was</u> cheerful, enjoyed the activities with them.)
(8) What about the use of soft music for rest period?
(9) There was a variety of experience in the activities. Which could you adopt?
(10) What instruments were improvised? What others might have been? What do you use that costs nothing?

II. 30 minutes: DISCUSSION of Manual Chapter and Supplemental Reading on <u>Schedule</u>.

1. Why is a schedule needed?

2. What are some of the basic principles in making a schedule?

   (1) Flexibility; (2) Alternating sitting and active work; alternating indoor and outdoor activities; (3) best use of available space; (4) quiet activities before and after lunch; (5) allow for change and growth.

3. Ask students to comment from their written assignment:

   (1) How would you - or did you - modify your schedule? Why?

III. 30 minutes. Discussion of Dramatic Play.

1. Name some dramatic play activities which are valuable and tell why they are valuable to children.

2. Refer to your written assignment. How would you improve your Dramatic Play practices after this week's reading? What new ideas did you get?

3. What would you like to share with the class from your own supplementary reading? What new ideas or dissenting statements?

IV. ASSIGNMENT.

1. Read sections in your text and supplementary books on Health, Sanitation, and Safety, and on Nature.

Since the purpose of this course is to improve pre-school practices in each of our schools, let's each ask ourselves as we read - - "What can I do to improve my work with my group?" and "What can my school do to improve its effectiveness?"

Write a paragraph on each of the following and be prepared to explain to the class why you would change or add to your practices:

(1) Which of my health, sanitation and safety practices (or those of my school) are good? Which should be improved? What are we neglecting?

(2) What nature activities should you add to your present ones? What do you do in nature study that you would like to share with this class?

(3) What improvised or inexpensive materials do you use in nature activities which others in the class might also use?

REMIND DEMONSTRATOR FOR NEXT TIME. WHAT AGE CHILDREN?

V. DEMONSTRATION - Language.

LESSON PLAN V.

1. 15 minutes: Discussion of previous demonstration. (See Statement to Students, p. 4)

   1. Ask questions on this sheet (above).

   2. If answers have not already come out in the discussion, ask:

      (1) The demonstration showed imagination and thoughtful preparation. How?

      (2) The demonstrator's remarks to students - why were they good?

      (3) What would you like to incorporate in your own practices?

      (4) How could the teacher have drawn more response from the children during her moving picture show? How during the rest of the lesson? (The use of questions not requiring yes and no answers. Have you been to Clearwater recently? What did you do and see?

(5) Why did the interest of the children pick up later in the lesson? (They participated.)

(6) Why were there no pictures of Negro children?

(7) How would you have encouraged them to speak more distinctly? (Praise for those doing so, etc.)

(8) Would you have coached them on distinct speaking while they recited nursery rhymes? Why?

(9) What benefit was there in acting out nursery rhymes?

(10) During finger rhymes, what else was taught? Good?

(11) How would you have prevented their sitting 30 minutes?

(12) During the fine interpretive play period, would you have insisted on those who didn't take part doing so?

II. 30 minutes: Discussion of Manual chapter and Supplementary reading on Health, Sanitation and Safety.

REFER TO YOUR WRITTEN PAPERS.

1. Which of the Health, Sanitation and Safety practices mentioned in the text and supplementary reading books do you use?

2. Which of those mentioned do you not use?

3. Which of these <u>should</u> you use? Which, if any, are not needed?

4. Share with the class devices or practices found in your supplementary book, not in the Manual.

5. Share with the class devices and practices you have used and found valuable.

6. How have you solved difficult Health, Sanitation, and Safety situations in your school?

III. 30 Minutes: Discussion of <u>Nature</u> methods in the curriculum.

1. Why is it important for children to understand and love nature? (It's always there, free. Mention George Washington Carver.)

2. How can we teach them appreciation of nature?

(1) Planting.
(2) Nature walks - combine with use of books.
(3) Caged animals and birds, insects, etc. (What have you found to be successful in this respect?)

(4) Aquariums and terrariums.

3. What equipment is needed:

   To buy?
   To improvise?

4. Share with the class:

   (1) What your supplementary book says about nature, not included in the text.

   (2) Nature practices, devices, and improvised equipment you have found useful. (See page 4-Nature, last two paragraphs.)

IV. ASSIGNMENT:

1. Read text and supplementary book chapters on Routine Activities and Outdoor Play.

2. Write a paragraph on each of these:

   (1) What does your supplementary reading book say on each of these subjects, not included in the text?

   (2) Which of the activities mentioned on both subjects in the text do you find most useful?

   (3) Which, if any, do you neglect? Should you?

   (4) What practices in Routine Activities and Outdoor Play in your experience would you like to share with the class?

V. REMIND next demonstrator and coffee break volunteer.

VI. DEMONSTRATION - Dramatic Play.

LESSON PLAN VI.

I. 15 minutes - Discussion of demonstration in previous lesson. (See Statement to Students, p. 4).

1. Ask questions indicated on this sheet (mentioned above.)

2. If answers have not already come out in the discussion, ask questions based on text book as related to the demonstration under discussion.

II. 30 Minutes: Discussion of Manual chapter and supplemental reading on Routine Activities.

1. Ask students to refer to their written assignments. Go around the circle (at table) and ask each what his supplementary reading book said on this subject, not included in the text.

2. Did it disagree with anything in the text?

3. Why is it good to do some things at the same time each day and yet leave some to impulse or circumstances?

4. How do you let your children help with routine chores? Why? Share your experiences with the class.

5. Share with the class any special tricks you have up your sleeve in making routine matters go smoothly.

6. What value in having older ones help younger ones?

7. How are financial records kept in your school? Is your system good? Would you change it?

8. Must the Operator handle all money matters herself?

9. Do you keep a running record file for each child? Should you? Is it worth the time it takes? Why?

III. 30 minutes: Discussion of Manual chapter and supplementary reading on Outdoor Play.

1. What does your supplementary reading book say about this -- what points that are not brought out in the text book?

2. Which activities mentioned in the text do you find most useful? Which, if any, are not practical? What are most enjoyable to the children?

3. Did you get any new ideas on outside play from this week's reading?

4. How much direction and supervision should children have when playing outside?

5. Share your own unique practices or ideas with the class.

IV. ASSIGNMENT:

Read the text and supplementary reading book chapters on Home-School Relationships.

1. There are 19 questions included in the long letter in this chapter. List 12 of them in the order of their importance as you see it.

2. Obviously this letter is too long. How would you get points in this letter across to the parents if it is not practical to write notes or letters to them about all of these matters?

3. Write a paragraph telling how you arrange for parent conference periods --- or how you might if you do not do so now.

4. Give three reasons why it is important to maintain contact with homes and parents.

5. Make a list of 12 pieces of improvised equipment, in any and all activities, that you yourself have used and found the most valuable, so that you can share this with the class.

V. Remind demonstrators and coffee-break volunteers.

VI. Tell students there will be a test at the last session.

VII. DEMONSTRATION - Nature.

LESSON PLAN VII

I. 15 minutes - Discussion of demonstration in previous lesson. (See Statement to Students, p. 4)

1. Ask questions indicated on this sheet (mentioned above.)

2. If answers have not already come out in the discussion, ask questions based on the text books as related to the demonstration under discussion.

II. 30 minutes. Discussion of the Manual chapter and supplementary reading on Home-School Relationships.

1. Ask students to refer to their written assignments. Ask five or six students to read their lists of the 12 most important items chosen from the letter in the text. Ask each of the others to check their own lists. Tabulate to see what items, if any, they agree upon as being the most important. Ask students to defend their positions if they do not agree.

2. How would you get points in the letter across to parents if it is not feasible to write many notes?

3. How do you arrange for individual parent conferences?

4. Ask students to tell the class about their favorite and most successful improvised equipment.

III. Ask students to present problems with which they would like help from students and instructor.

IV. ASSIGNMENT:

1. Bring a list of two or three further problems you personally would like to discuss with the class. Make these things you need help with - - from students and instructors.

2. Bring a list of five or six new ideas you have gotten from your supplementary reading books so you can share them with others.

3. There will be a half-hour test at next session.

V. DEMONSTRATION - Outdoor Play.

LESSON PLAN VIII.

I. 15 minutes: Discussion of demonstration in previous lesson. (See attached Statement to Students, p. 4)

1. Ask questions indicated on this sheet (mentioned above).

2. If answers have not already come out in the discussion, ask questions based on the text books as related to the demonstration under discussion.

II. 20 minutes: Guest Instructor will answer questions of students on speech and diction problems. Students will present their problems to the guest instructor for her help and guidance.

III. 15 minutes: Coffee break and turn-in of borrowed supplementary books.

IV. 30 minutes: Test. (See below)

1. Give name and author of the supplementary reading book or books you have read during this course.

2. Write four paragraphs, each one describing two new ideas you have received during this course from:

Paragraph 1. Your fellow students (from either class discussion or demonstrations.)
Paragraph 2. Your supplementary reading book.
Paragraph 3. Your text book.
Paragraph 4. Your instructor.

V. 25 minutes: Demonstration by guest instructor-speech and diction.

VI. 15 minutes: Discussion of demonstration.